



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

bles, proverbs, geometrical forms, and the like, with approximately 100 adults and 600 school children as subjects. As in earlier investigations, it is found that in general the number of items recognized after an exposure of the material surpasses the number recalled. No definite formulation of the relation between Recall and Recognition was possible, since the relation of the two functions varied noticeably with the materials and subjects. The study presents results which bear interestingly upon recent theories of the constitution of mental functions. It was found that the coefficients of correlations between Recognition and Recall were positive but generally low. Furthermore, the correlations between Recall for different types of material were low, averaging around 0.10, with rather large probable errors. The correlations for Recognition of different materials are similarly low and positive. These results conform to recent theories that mental behavior depends upon a large number of relatively specific capacities rather than upon a few very general capacities.

Women and girls were, in general, found to be slightly superior to men and boys, both in Recall and Recognition. Both functions seem to increase rather uniformly with age and with school grades. The younger pupils in the grade usually surpass the older. The tests were found to be of no important diagnostic significance in the case of a variety of insane patients. An analysis of the Recognition process is made in a final chapter showing in general that a subject is more often correct when judging that a thing *has not been seen*, than in judging that a thing *has been seen* before.

ARTHUR I. GATES.

TEACHERS COLLEGE,
COLUMBIA UNIVERSITY.

The Origin of Man and of his Superstitions. CARVETH READ. Cambridge University Press. 1920. Pp. vi + 350.

In the words of the author this work "explains in its first part an hypothesis that the human race has descended from some ape-like stock by a series of changes which began and, until recently, were maintained by the practise of hunting in pack for animal food, instead of being content with the fruits and other nutritious products of the tropical forest" (Preface, p. v). No valid evidence in support of this speculation is adduced. Familiar references to "*Lycopithecus*" fail to establish the existence of a wolf-type of man.

The assumption that human society originated in a hunting-pack does not lead to new discoveries in regard to the cause of belief, the nature of magic, animism, totemism, *etc.* These familiar

subjects are discussed in considerable detail in the Frazerian manner. Most of the primary and secondary sources cited are at least a decade old and recent contributions to the knowledge of primitive belief are frequently ignored. The chapter on Totemism is especially archaic.

The book is readable and, with the exception of the *Lycopithecus* hypothesis, may be recommended for the consumption of the layman.

E. A. HOOTON.

HARVARD UNIVERSITY.

JOURNALS AND NEW BOOKS

JOURNAL OF EDUCATIONAL PSYCHOLOGY, February, 1921, Vol. XII, No. 2. *Educational Psychology at the Chicago Meetings of Scientific Societies* (pp. 63-71): A. I. GATES. - At the meetings of the American Psychological Association and the American Association for the Advancement of Science held at the University of Chicago Dec. 28-30 eighty papers were read. Half were either studies of educational problems or studies which could be directly applied to education. Twenty-seven titles dealt in particular with tests; general psychology claimed eight titles, experimental nineteen, comparative four, social four, clinical nine, industrial six. Brief reviews of the educational papers are given. Professor Margaret Floy Washburn was elected President of the American Psychological Association. *A Survey of the First Three Grades of the Horace Mann School by Means of Psychological Tests and Teachers' Estimates and a Statistical Evaluation of the Measures Employed* (pp. 72-81): CLARA F. CHASSELL and LAURA M. CHASSELL. - Scores in Stanford revision of Binet Test, Pressy Primer scale, Helen Meyer Tests, Teachers' Rating in Ability in Reading were gathered. As result the necessity for gathering similar data for the children throughout the elementary school was realized. The survey was carried out but no report has yet been made. *Results of the Combined Mental-Educational Survey Tests* (pp. 82-91): R. PINTER and H. MARSHALL. - The tests used were described in the *Journal of Educational Psychology*, Vol. XII, No. 1. The results are given in this article. Mental or educational tests alone are not adequate for a thoroughgoing survey of a school system. A real diagnosis of the difficulties existing in any particular instance requires a combined mental-educational survey. Many schools whose educational level seems passable or good are really inefficient and wasteful of the splendid pupil-material they possess. *Massed vs. Distributed Effort in Learn-*